



**UNIVERSITY OF TORONTO**

**FACULTY OF LAW**

**TRIAL ADVOCACY COURSE**

---

**MATERIALS FOR TRIAL ADVOCACY**

**PROBLEMS AND CASE FILES**

***LAW SCHOOL EDITION***

---

BORA LASKIN LAW LIBRARY

AUG 28 2003

FACULTY OF LAW  
UNIVERSITY OF TORONTO

**UNIVERSITY OF TORONTO**  
**FACULTY OF LAW**  
**TRIAL ADVOCACY COURSE**

---

**MATERIALS FOR TRIAL ADVOCACY**  
**PROBLEMS AND CASE FILES**  
***LAW SCHOOL EDITION***

---



TRIAL ADVOCACY  
CASEBOOK  
UNIVERSITY OF TORONTO  
FACULTY OF LAW

INDEX TO MATERIALS

Course Description . . . . .	Tab 1
------------------------------	-------

**READINGS**

Introductory Note: Examination in Chief, Cross-Examination and Re-Examination . . . . .	Tab 2
Refreshing Memory . . . . .	Tab 3
Introducing Exhibits Into Evidence . . . . .	Tab 4
Demonstrative Evidence (Introductory Note) . . . . .	Tab 5
Impeachment by Prior Inconsistent Statement . . . . .	Tab 6
Using Examination for Discovery for Impeachment Purposes . . . . .	Tab 7
Checklist for a Cross-Examination on a Transcript . . . . .	Tab 8
Impeachment and Rehabilitation . . . . .	Tab 9
Principles of Civility (Advocate's Society) . . . . .	Tab 10

**CASE FILES**

Manning v Carleton . . . . .	Tab 11
NLC v. Chateau Guy Wines Ltd. and Dan Jones . . . . .	Tab 12
R. v. Screech(possession of narcotics short trial) . . . . .	Tab 13
Gentry v. Smith(impeachment) . . . . .	Tab 14
R. v. Fletcher(impeachment) . . . . .	Tab 15
R. v. O'Reilly(expert examination - psychiatrist) . . . . .	Tab 16
Newman v. Kramer(expert examination - accountant) . . . . .	Tab 17



**UNIVERSITY OF TORONTO**  
**Faculty of Law**  
**TRIAL ADVOCACY COURSE**  
**2003-2004 Fall Term**

**COURSE DESCRIPTION**

**1. Materials**

Required Readings (Available from Law Book Store)

- (a) Casebook: Materials for Trial Advocacy: Problems and Case Files.
- (b) Text: Fundamentals of Trial Techniques. Thomas A. Mauet, Donald G. Casswell, Gordon P. Macdonald, Second Canadian Edition, Aspen Law & Business..
- (c) Syllabus (to be distributed separately)

Optional Readings (On reserve).

There is a book of readings on reserve in the library entitled Pilkington and Watson, ed, Selected Readings in Trial Advocacy (1981, revised 1988). A separate bibliography is included with these materials, which you may find useful during the course.

You will frequently make reference to the law of evidence and procedure and will want to have access to:

- i) A text on evidence recommended: Sopinka Lederman and Bryant, The Law of Evidence in Canada (Toronto, Butterworths, 1992).
- ii) Evidence Act, R.S.O. 1990, c.E.23.
- iii) Canada Evidence Act, R.S.C. 1985, c. C-5.
- iv) The Ontario Rules of Civil Procedure.
- v) Criminal Code, R.S.C. 1985, c. C-46.

Ethical Questions frequently arise in the trial advocacy course. Please read carefully Rule 10, "The Lawyer as Advocate", from the Professional Conduct



Handbook, The Law Society of Upper Canada, reproduced in Pilkington and Watson, Selected Readings in Trial Advocacy.

## **2. Use of Casebook and Sequence of Study**

The Casebook contains Readings and Casefiles. Some of the Casefiles contain instructions for use in a Trial Advocacy programme format. Others do not. The Syllabus, which will be distributed separately, will contain directions as to the readings to be done, the case file to be worked on, and the assignment or specific task for the evening in question.

## **3. Learning Method**

The purpose of the course is to assist you in developing the basic skills of trial advocacy so that you can conduct a trial from beginning to end with reasonable competence.

The method and materials are based on a program developed in the United States by the National Institute for Trial Advocacy (NITA) and adapted for Canadian use by Prof. Garry D. Watson. The method is explained in the Introduction to the Casebook. Basically, the techniques employed are (a) demonstration by experienced counsel, (b) student performance, and (c) critique.

How, within this framework, do you develop the requisite skills to a reasonable level? Obviously the major key is careful preparation for each assignment. But how do you prepare? The assigned readings will assist you— and you should read them. After you have done that, and carefully read and analysed the assigned problem, what should you be considering in preparing for your performance?

There are several aspects of the teaching methodology to be used in this course, which call for particular explanation.

Although you are expected to prepare the whole of the problem(s) that you are assigned each evening, when it comes to in-class performance, you will only be called upon to perform a segment - typically 5 minutes. Your instructor will direct you to the segment you are to perform. There is a specific rationale for this "5 minute format". Experience indicates that trial skills are developed best by students frequently performing short segments, rather than a single long performance. Obviously if each student was given the opportunity to do the complete assignment each evening, not every student could perform even one assignment on a given evening. Experience also indicates that 5 minutes gives you an opportunity to adequately demonstrate your present level of performance so that suggestions as to how to improve your performance can be offered. The reality is that if you perform for 10 minutes rather than for 5 minutes, you would essentially repeat the standard of performance that was demonstrated in the first 5 minutes.



Unless directed otherwise by your instructor, you are to assume that all problems arise in a trial that is being conducted before a judge and jury. Given that civil jury trials are now quite rare in Canada, questions are often raised as to why we use this assumption. The reason is that law students, for some strange reason, have it firmly fixed in their minds that judges like to have the facts presented in a complicated manner and they also like to be bored. Obviously this is untrue. On the other hand, students recognize the need to simplify the facts for a jury and to make the story telling interesting. By assuming that all the assigned performances arise in the context of a jury trial, it is hoped that you will indeed strive to make your factual presentations simple, comprehensible and interesting.

#### **4. Class Organization and Format**

The class is divided into *Small Groups* of 8 to 10 students. Each student has an "X" or "Y" designation. The "X" and "Y" designations are used on the Syllabus to indicate performance assignments. "X" or "Y" assignments are indicated separately in these materials.

The instructors in each section will rotate through the small groups although an attempt will be made to keep the same group of three instructors to the same two groups. This format affords students the opportunity to be evaluated and receive comments and suggestions from different members of the teaching team while preserving some continuity of observation by instructors and therefore some enhanced assessment of improvement.

The format of the classes will vary from evening to evening and is indicated on the Sequence of Study.

- Each Tuesday evening (from 5:10 pm to 6:00 pm), all students will meet together in the Large Group for a demonstration or plenary session, to be held likely in FLC. The purpose of this session is to provide a demonstration and explanation of the skills necessary to perform the tasks assigned for the workshops on the Thursday evening that follows.
- Every Thursday evening each section will divide up into small groups and go to assigned rooms (again, to be announced). During these sessions you will perform the assigned problems and your performances will be critiqued.
- On some Thursday evenings, you will meet as a section of two groups and at the end of the course; you will meet in differently configured groups, based on your final trial assignment.

## **5. Teaching Team**

The teaching team consists of trial lawyers experienced in a wide variety of civil and criminal matters, assisted by group leaders who are drawn from graduates of the previous years' trial advocacy courses. Their role is to assist in administering the course, to provide advice and guidance about assignments, to conduct demonstrations that are more realistic and accessible than those tours de force often provided by faculty, and to be a contact point for the group to which each is assigned.

Since advocacy is an art and not a science, you should not be surprised if you receive differing (and sometimes conflicting) comments from the instructors. You should also not be surprised if some instructors disagree with the approach suggested in the text. Some students can find this frustrating. However, the point of a mixed teaching team is to present you with a range of critical, and hopefully helpful suggestions, from which you will develop your own advocacy style.

Group Room assignments will be posted and delivered each week in advance of the class. We have learned that it is better to rotate people amongst rooms in order to give each student the opportunity or challenge of working in differing room configurations. During the course of the term, there will be times when room changes will occur because of events and special lectures. In such cases, there will be a posted reminder of the room change.

## **6. Class Witness Assignments**

Except for the exercises dealing with experts, you will not meet with your witnesses. At this stage of your development, we feel there is more to be learned from conducting your examinations without preparing or rehearsing with your witnesses. A member of your group or a member of faculty will play the role of the witness in each problem to be performed in class. We will be trying as far as possible to have a member of faculty play the role of witness, so as to alleviate you of the burden of this task, and also, to prevent the inter colleague stress that can arise during cross examination role playing. However, each of you should be prepared to play the role of the witness. Students assigned to be witnesses must also be prepared to carry out the exercise assigned as an "X" or "Y". Please take witness assignments seriously - learn your part and play your role seriously. There is nothing more discouraging for a person doing an examination or a cross examination than to be confronted with a witness who has to check the problem in order to figure out what liquor store was under surveillance, or who just doesn't know the critical facts at all.

## **7. Attendance**



Attendance at each class session is compulsory. If you will be absent for any of the classes, you must contact Merrill Boden at 978-4908 to advise that you will be absent.

## 8. Final Trials

### (a) Trial teams and cases:

The culmination of the course will be half-day trials that will be conducted on either Saturday or Sunday November 29th or 30, 2003. These final trials will be held at the Courthouse, 361 University Avenue. Instructors or experienced trial counsel will serve as judges. Four student counsel will act in each trial, with two person teams on each side. Each team will participate for only one half day, either morning or afternoon. The file that will be used will be the case file to be used in the Arnup Cup and Sopinka Cup Advocacy competition. It will likely be available at the mid point of October. It is usually a criminal trial.

You may choose a trial partner from the students in the class. Otherwise, you will be assigned a partner. You should complete the Case Preference Form that can be found in the Syllabus and hand it in to Merrill Boden no later than October 2, 2003. If you do not submit the form by that date you will be assigned to a final trial partner. No changes are permitted. You will be informed in late October or early November of your actual trial date and time.

### (b) Witnesses:

It will be the responsibility of each trial team to arrange for and prepare the witnesses they plan to call.

### (c) Jurors:

You should prepare to invite friends, family, or others to attend at your final trial and play the role of a juror.

### (d) Trial Book:

You are encouraged to prepare a trial book for use at the trial. A trial book normally contains the following:

- (i) a tactical analysis of the case, setting forth your theory of the case, the problems you anticipate and how you expect to handle them;
- (ii) a proof checklist, setting forth (a) every fact you must prove as part of your case, indicating the source or sources, i.e. witnesses, exhibits, judicial notice, admission, etc.; (b) every fact the other side must prove;

- (iii) outlines of your Opening Statement and Closing Argument;
- (iv) a list of witnesses you expect to call, in the order you expect to call them;
- (v) a complete outline of your preparation for the direct and cross-examination of all witnesses, each outline starting on a separate page, and your notes of items to cover in re-examination;
- (vi) copies of all exhibits you plan to introduce;
- (vii) copies of any previous statements made by witnesses, with key passages indexed and a note as to the manner in which the statements are used, if at all;
- (viii) legal memoranda on the substantive issues;
- (ix) legal memoranda on any anticipated evidence issues;
- (x) written outline of proposed jury instructions.

For further direction, see articles in Selected Readings and those referred to on the reading list.

The preparation of your trial book is not a "make-work" project. Although you are not required to submit the trial book to be graded, you cannot conduct a trial properly without it.

## **9. Evaluation**

Your final grade will be based upon your class participation (including being adequately prepared for witness assignments), any written submissions required during the course, and satisfactory completion of the final trial. The final trial will be graded based on the trial judge's assessment of your performance. The trial must be satisfactorily completed in order to obtain credit in the course. The course is graded Honours/Pass/Fail.

Weekly performances are scored out of 10 and based on preparation, theory and presentation. At the conclusion of the course, the performance grades are aggregated and divided by the total number of assignments performed for a final grade out of 10. The relevant Small Group instructor and Section Leader to ensure that it fairly represents the student's performance throughout the course then review the grade of each student in a group. All grades are reviewed by the Course Chair to ensure consistency among sections. Spotty attendance or non-performance in the final trials without adequate explanation will affect your grade.



Student evaluation of the course is taken seriously and past evaluations have resulted in changes (hopefully improvements) to the course. However, the course cannot be adequately evaluated until you have conducted your trial. The class will meet for a de-briefing and post-trial analysis on either the Tuesday or Thursday evening after the trials. Evaluations will be distributed and you will be handing them in during that class. Consistent with Faculty policy, instructors read no evaluations until grades have been submitted to the Records Office.

## 10. Reading about Trial Advocacy

A major focus of this course is learning by doing coupled with critique of your performance. This involves thorough preparation and the ability to listen to the comments made on your performance and that of other students in your class. The emphasis on performance in class leaves little or no time for lecturing. **However, this gap can and must be overcome by out of class reading.**

The writing on trial advocacy is voluminous, increasing, varied in quality and utility (i.e. some people find author A very useful, while others may not). To get the most out of the course you should do the reading. Each week there will be specific suggested reading assignments, however, these do not represent all the reading you should do in this course. The following represent the overall reading goals for the course.

Lubet should be read in its entirety by the end of the term.

At the outset of the course you may find it helpful to read Hegland, Trial and Practice Skills (on Reserve) Chapters 1, 2, & 4. The book is short, merely introductory but excellent when you are a beginner.

At the outset, or by the end of the course, you should read all of one (or both) of the following books: Sopinka, The Trial of an Action; Williston & Rolls, The Conduct of an Action. While not exclusively concerned with trial advocacy in the narrowest sense, they both deal with preparing for and conducting a civil trial. You may wish to purchase your own copies. Both are published by Butterworths.

You should read "Some Points on Trial Advocacy", found in the Casebook, which is not meant to be a substitute for more substantive readings, but which outlines some basic points with regard to trial advocacy.

In addition to the assigned text, there are five recently published Canadian texts on Trial Advocacy that are well worth your attention. They are on reserve in the library.

Earl Levy, Examination of Witnesses in Criminal Cases (Carswell, 1991).

F. Moskoff (Editor), Advocacy in Court - A Tribute to Arthur Maloney (Canada



Law Book, 1986).

R. Salhany, Cross Examination: The Art of the Advocate (Butterworths, 1988).

J. Olah, The Art and Science of Advocacy, (Carswell, 1990).

G. Adair, On Trial, Advocacy Skills Law & Practice (Butterworths, 1992)

#### 11. **Arnup Cup Trial Advocacy Competition**

This is an annual competition among Ontario law schools that is normally held in February following the conclusion of the course. The University of Toronto sends a team of two students selected by the instructors from the students in the Trial Advocacy Course. The selection of the team will be made following the final trials, and this selection is made following consultation with all faculty. The University of Toronto has been the recipient of the Arnup Cup in 2000, 1999, 1997, and 1996 and a runner up in 2001.

#### 12. **The Sopinka Cup Competition**

In 1999, the first annual national trial advocacy competition was held in Ottawa, with teams from each of the provinces competing. This competition is sponsored in part by the American College of Trial Lawyers, and by firms across Canada. As the winner of the Arnup Cup in 1999, the University of Toronto team formed part of the Ontario contingent at the Sopinka Cup competition. The University of Toronto team (Kate Hilton and David Armstrong) was the recipient of the first award of the Sopinka Cup for overall best case presentation, and Kate Hilton was awarded the prize for best cross-examination in the trial competition. In the year 2000, Jenny Friedland and Noel Peacock won the Arnup Cup and as a result represented the University of Toronto at the Sopinka Cup competitions, where the prize for best examination in chief was awarded to the University of Toronto. In 2001, the University of Toronto again placed in the Sopinka Cup, winning the prize for best cross-examination. The team that year was Eileen Costello and Nick Adamson.

Over the past ten years of the Trial Advocacy course at the University of Toronto, we have been told that the course has been a very positive experience for those who have taken it. We, the faculty, are proud to be part of a course that we hope will prove helpful in whatever area of law is pursued by those taking the course. We hope that you will enjoy participating in the course as much as we enjoy teaching it.



